

DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAMS
Warner School District
Accountability Review - Monitoring Report 2011-2012

Team Members: Chris Sargent, Team Leader; Linda Shirley, Mary Borgman, Cindy Kirschman, Team Members

Dates of On Site Visit: February 21st, 2012

Date of Report: March 1, 2012

All non-compliance must be corrected within 1 year of this report date. Date Closed:

Program monitoring and evaluation.

In conjunction with its general supervisory responsibility under the Individuals with Disabilities Education Act, Part B, Special Education Programs (SEP) of the Office of Educational Services and Support shall monitor agencies, institutions, and organizations responsible for carrying out special education programs in the state, including any obligations imposed on those agencies, institutions, and organizations. The department shall ensure:

- (1) That the requirements of this article are carried out;
- (2) That each educational program for children with disabilities administered within the state, including each program administered by any other state or local agency, but not including elementary schools and secondary schools for Native American children operated or funded by the Secretary of the Interior:
 - (a) Is under the general supervision of the persons responsible for educational programs for children with disabilities in the department; and
 - (b) Meets the educational standards of the state education agency, including the requirements of this article; and
- (3) In carrying out this article with respect to homeless children, the requirements of the McKinney-Vento Homeless Assistance Act, as amended to January 1, 2007, are met. (Reference- ARSD 24:05:20:18.)

State monitoring--Quantifiable indicators and priority areas.

The department shall monitor school districts using quantifiable indicators in each of the following priority areas, and using such qualitative indicators as are needed to adequately measure performance in those areas:

- (1) Provision of Free Appropriate Public Education (FAPE) in the least restrictive environment;
 - (2) Department exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services as defined in this article and article 24:14; and
 - (3) Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification. (Reference-ARSD 24:05:20:18:02.)
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State enforcement -- Determinations.

On an annual basis, based on local district performance data, information obtained through monitoring visits, and other information available, the department shall determine whether each school district meets the requirements and purposes of Part B of the IDEA...

Based upon the information obtained through monitoring visits, and any other public information made available, Special Education Programs of the Office of Educational Services and Support determines if the agency, institution, or organization responsible for carrying out special education programs in the state:

- Meets the requirements and purposes of Part B of the Act;

- Needs assistance in implementing the requirements of Part B of the Act'
- Needs intervention in implementing the requirements of Part B of the Act; or
- Needs substantial intervention in implementing the requirements of Part B of the Act. (Reference-ARSD 24:05:20:23.04.)

Deficiency correction procedures.

The department shall require local education agencies to correct deficiencies in program operations that are identified through monitoring as soon as possible, but not later than one year from written identification of the deficiency. The department shall order agencies to take corrective actions and to submit a plan for achieving and documenting full compliance. (Reference-ARSD 24:05:20:20.)

1. GENERAL SUPERVISION / STATE PERFORMANCE PLAN COMPLIANCE INDICATOR

ARSD 24:05:27:01.03. Content of individualized education program. Each student's individualized education program shall include:

- (1) A statement of the student's present levels of academic achievement and functional performance, including:
 - (a) How the student's disability affects the student's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled students); or
 - (b) For preschool student, as appropriate, how the disability affects the student's participation in appropriate activities;
- (2) A statement of measurable annual goals, including academic and functional goals, designed to:
 - (a) Meet the student's needs that result from the student's disability to enable the student to be involved in and progress in the general education curriculum;
 - (b) Meet each of the student's other educational needs that result from the student's disability;...
- (3) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student..

CFR 300.320 (a)(7) Comment Initiation, Frequency, Location and Duration of Services

What is required is that the IEP include information about the amount of services that will be provided to the child, so that the level of the agency's commitment of resources will be clear to parents and other IEP Team members. The amount of time to be committed to each of the various services to be provided must be appropriate to the specific service and clearly stated in the IEP in a manner that can be understood by all involved in the development and implementation the IEP.

Corrective Action:

Prong 1: Correct each individual case of noncompliance

IEPs did not consistently document the specific amount of time committed to each service provided to the student by the district.

Student:	Required Action:	Data To Be Submitted:
Student #1: This student was identified on child count under the category of specific learning disability (525). The student was eligible and required specialized instruction in the areas of written expression, reading fluency, reading comprehension, math problem solving and articulation. The specific amount of service to be provided for <u>each</u>	Student #1: The IEP team must meet and amend the special education and related services to be provided in the students' IEP by documenting the specific amount of service to be provided for each area of eligibility.	Student #1: Submit a copy of the amended IEP.

area of eligibility was not clearly stated in the IEP.		
<p>Student #5:</p> <p>This student was identified on child count under the category of Autism (560). There was good skill based assessment in the evaluation report however it did not carry over into the student's present levels of academic achievement and functional performance (PLAAFP). The PLAAFP reported strengths and need under curriculum areas such as science, social studies, math, English, P.E./health, band and keyboarding rather than focusing on the skill areas affected by the disability.</p> <p>The students program goals addressed areas of need in reading, written language, math and social skills. The specific amount of service to be provided for <u>each</u> area of eligibility was not clearly stated in the IEP.</p>	<p>Student #5:</p> <p>The IEP must meet and amend the PLAAFPs to include the strengths and needs for each skill area affected by the disability. The IEP team must also amend the special education and related services to be provided in the students' IEP by documenting the specific amount of service to be provided for each area of eligibility.</p>	<p>Student #5:</p> <p>Submit a copy of the amended IEP.</p>
<p>Student #6:</p> <p>This student was reported on child count under the category of Emotional Disturbance (505). At the initial eligibility meeting, parent consent was not documented for placement into special education.</p>	<p>Student #6:</p> <p>The district must acquire written parent consent for placement into special education.</p>	<p>Student #6:</p> <p>Submit a copy of the written consent for placement.</p>
Timeline for Completion: 30 calendar day from the report date.		

Prong 2: Correctly implement the specific regulatory requirements (i.e. achieved 100% compliance), based on the SEA's review of <u>updated data</u>.
<p>Required Action:</p> <p>The district must review and update its policy, procedure and practice regarding the following:</p> <ul style="list-style-type: none"> Developing an IEP that includes information about the amount of services that will be provided to the child, so that the level of the agency's commitment of resources will be clear to parents and other IEP Team members. Acquiring consent for placement into special education prior to the provision of services.
<p>Data To Be Submitted:</p> <p>The teacher for students #1 and 5 must submit a copy of the following for the next reevaluation and IEP developed:</p> <ol style="list-style-type: none"> Copy of the MDT/eligibility document and; Copy of the IEP <p>The teacher for student # 6 will submit a copy of the IEP/consent for placement for the next student who in initially evaluated and placed into special education.</p>
Target Date for Completion: May 15, 2012

All non-compliance must be corrected within 1 year of this report date.

Date/Status Report:

State Performance Plan – Performance Indicators

Indicator 5 – Placement of Children Age 6-21

Percent of children with IEPs aged 6 through 21:

- A. inside the regular class 80% or more of the day inside the regular class 80% or more of the day;
- B. inside the regular class less than 40% of the day; or
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

State Target: 65% or higher

District Rate: 86.67

We attribute our success with indicator five to the following:

1. Classroom teacher's willingness to work with students on IEPs within the regular classroom. This is a culture that has been instilled in the K-12 staff and is accepted practice.
2. Effective modifications put in place through a joint effort between, NC Coop. personnel, local special education professionals and the classroom teachers.
3. Flexibility on the part of parent of special education staff and regular education staff to let student's take charge of their own learning by asking to go to the resource room for help when they need it. (i.e. test/homework assistance per the IEP)
4. Parents and students positive attitude to achieve success through a joint effort of home, resource room, and classroom.
5. Open lines of communication for parents, students, and staff via email, phone, or personal contact keeping everyone on the same page.
6. The use of the latest technological accommodation's such as laptop computers or interactive devices to level the playing field for special education students.

Indicator 3 – Participation/Performance on Assessment

A-Percent of districts meeting the State's AYP objectives for progress for disability subgroup

B -Participation rate for children with IEP's in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.

C-Proficiency rate for children with IEP's against grade level standards and alternate achievement standards.

Math: K-8

State Target: 72% or higher

District Rate: 45.45%

We attribute our lack of success with indicator 8 to the following:

1. We experienced an influx of three special education student in K-8 in the same year that had not "grown up" in our program. They had come from more of a "pull out" environment and we had difficulty helping them transition into the Warner School philosophy of inclusion.

2. We will continue with our resolve to continue our culture of inclusion with IEP youngsters in math when their ability warrants it, but we will work even harder to ensure that appropriate accommodations are in place for these children.
3. We will continue to in-service staff in best practices for helping special education children to be successful in the regular classroom.
4. We will endeavor to have the best curricular materials and state of the art technology to help children achieve commensurate with their abilities.